

House File 2398 - Introduced

HOUSE FILE 2398
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 663)

A BILL FOR

1 An Act relating to the components of a comparable system of
2 career paths and compensation for school districts.
3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 284.17, Code 2018, is amended to read as
2 follows:

3 **284.17 Comparable system criteria.**

4 1. Any comparable system of career paths and compensation
5 for teachers approved pursuant to [section 284.15](#), including the
6 instructional coach model set forth in [section 284.16](#), shall
7 include, at a minimum, all of the following components:

8 ~~1.~~ a. A minimum salary of thirty-three thousand five
9 hundred dollars for a full-time teacher.

10 ~~2.~~ b. Increased support for new teachers and veteran
11 teachers where appropriate, such as additional coaching,
12 mentoring, and opportunities for observing exceptional
13 instructional practice.

14 ~~3.~~ c. Differentiated, multiple teacher leadership roles
15 beyond the initial teacher and career teacher levels, in which
16 a goal of at least twenty-five percent of the teacher workforce
17 serves additional contract days with compensation commensurate
18 with the responsibilities for the leadership role. A district
19 shall demonstrate that a good-faith effort has been made to
20 attain participation by twenty-five percent of the teacher
21 workforce and that no other practical alternative is available
22 to meet the goal. These leadership roles may include but shall
23 not be limited to all of the following:

24 ~~a.~~ (1) Instructional coaches who engage full-time or
25 part-time in instructional coaching.

26 ~~b.~~ (2) Peer coaches who provide additional guidance in one
27 or more aspects of the teaching profession to other teachers
28 during normal noninstructional time. Peer coaches may be used
29 only as one element of a more extensive teacher leadership
30 plan.

31 ~~c.~~ (3) Curriculum and professional development leaders who
32 engage full-time or part-time in the planning, development, and
33 implementation of curriculum and professional development.

34 ~~d.~~ (4) Model teachers who teach full-time and serve as
35 models of exemplary teaching practice.

1 ~~e.~~ (5) Mentor teachers who teach full-time or part-time and
2 also support the professional development of initial and career
3 teachers.

4 ~~f.~~ (6) Lead teachers who teach full-time or part-time and
5 also plan and deliver professional development activities or
6 engage in other activities designed to improve instructional
7 strategies.

8 ~~4.~~ d. A rigorous selection process for placement into
9 and retention in teacher leadership roles. The process shall
10 include all of the following components:

11 ~~a.~~ (1) The use of measures of effectiveness and
12 professional growth to determine suitability for the role.

13 ~~b.~~ (2) A selection committee that includes teachers and
14 administrators who shall accept and review applications for
15 assignment or reassignment to a teacher leadership role and
16 shall make recommendations regarding the applications to the
17 superintendent of the school district.

18 ~~c.~~ (3) An annual review of the assignment to a teacher
19 leadership role by the school's or school district's
20 administration. The review shall include peer feedback on the
21 effectiveness of the teacher's performance of duty specific to
22 the teacher's leadership role. A teacher who completes the
23 time period of assignment to a leadership role may apply to the
24 school's or the school district's administration for assignment
25 in a new leadership role, if appropriate, or for reassignment.

26 ~~d.~~ (4) A requirement that a teacher assigned to a
27 leadership role must have at least three years of teaching
28 experience, and at least one year of experience in the school
29 district.

30 ~~5.~~ e. A professional development system facilitated by
31 teachers and other education experts and aligned with the Iowa
32 professional development model adopted by the state board.

33 f. An instructional rubric, framework, or learning
34 progression that defines effective instructional practice
35 across developmental stages and focuses on student learning and

